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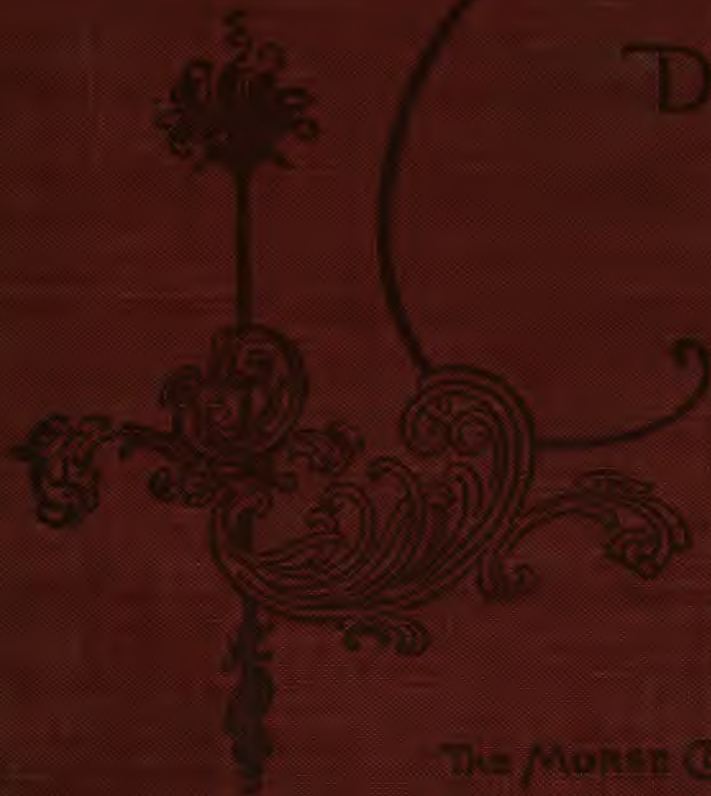
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PHONETIC READER

DEANE



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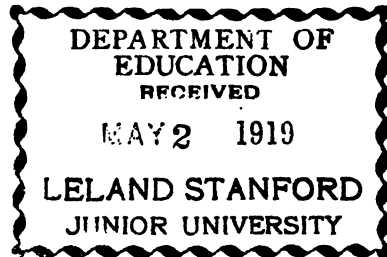
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THE PHONETIC READER

BY

CHARLES W. DEANE, PH. D.

Superintendent of Schools, Bridgeport, Conn.



NEW YORK
THE MORSE COMPANY

1896

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Second Edition.

PREFACE.

This little book has been prepared from the following considerations :

1. First lessons in reading should be for the purpose, primarily, of teaching the child to read. The selection of literature with a pedigree which entitles it to be considered classic, or the preparation of lessons in which reading is made subservient to information work of any kind, will not at first best suit this end.

2. A mastery of words is a first requisite in reading. The word is the unit recognized. Much has been said about reading by sentences, by paragraphs, even by pages, as units ; but the more carefully we examine the process of reading, the more fully we are convinced that, except in a few rare and phenomenal instances, the word is the unit of the visual grasp.

3. A knowledge of the phonic elements and the power of letters in certain relations is necessary to the independent acquisition of a new word. Any plan of suggesting words to children, like every other means of telling, is radically wrong in any work where independence is desired. It is just as well to tell the child that c-o-w is the word *cow*, as to suggest it by a picture or image of the animal, or by saying that it is the name of the animal that gives milk. Neither will lead to independence on the part of the learner.

4. The sentence is the unit of thought expression. While words are the units recognized, they give thought only in relation

one to another. Each sentence should be expressed in its unity. A word alone is a dead, dry thing. Sentences express life and thought.

The plan of this book makes phonics the basis of word getting, gives exercises for the ready recognition of words by all the devices of the word method, and insists, from the beginning, upon the unity of the sentence. As soon as practicable, the lessons are based on information work and choice literature.

The author desires to make grateful acknowledgment to his associate teachers, Florence M. Quigg, Frances B. Coggsell, and M. Agnes Kerr, for valuable suggestions, and to the editor of *Our Little Ones*, for permission to use selections from that magazine.

To the little people in their first efforts at learning to read, and to the teachers who shall guide them, this book is hopefully dedicated.

CHAS. W. DEANE.

BRIDGEPORT, CONN.,
August, 1896.

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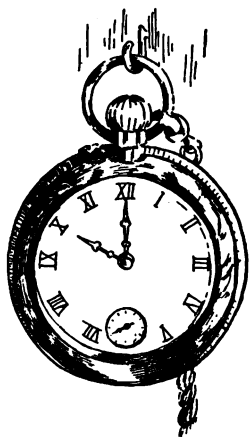
LESSON I.—SOUNDS.



r - r - r

r - r - r

r - r - r



t-t-t-t



f-f-f-f



ă-ă-ă-ă

LESSON II.—WORDS.

a-a-a-a-a-t

a-----t

a----t

a-t

at

r-r-r-r-at

r-----at

r---at

r-at

rat

f-f-f-f-at

f-----at

f---at

f-at

fat



LESSON III.

S-S-S-S-S

s-s-s-s-s-at

s----at

sat

C-C-C-C-C

c-c-c-c-c-at

c----at

cat

LESSON IV.

ee-ee-ee-ee



s-----ee

s---ee

s-ee

see

t-----r-----ee

t--r--ee

t-r-ee

tr-ee

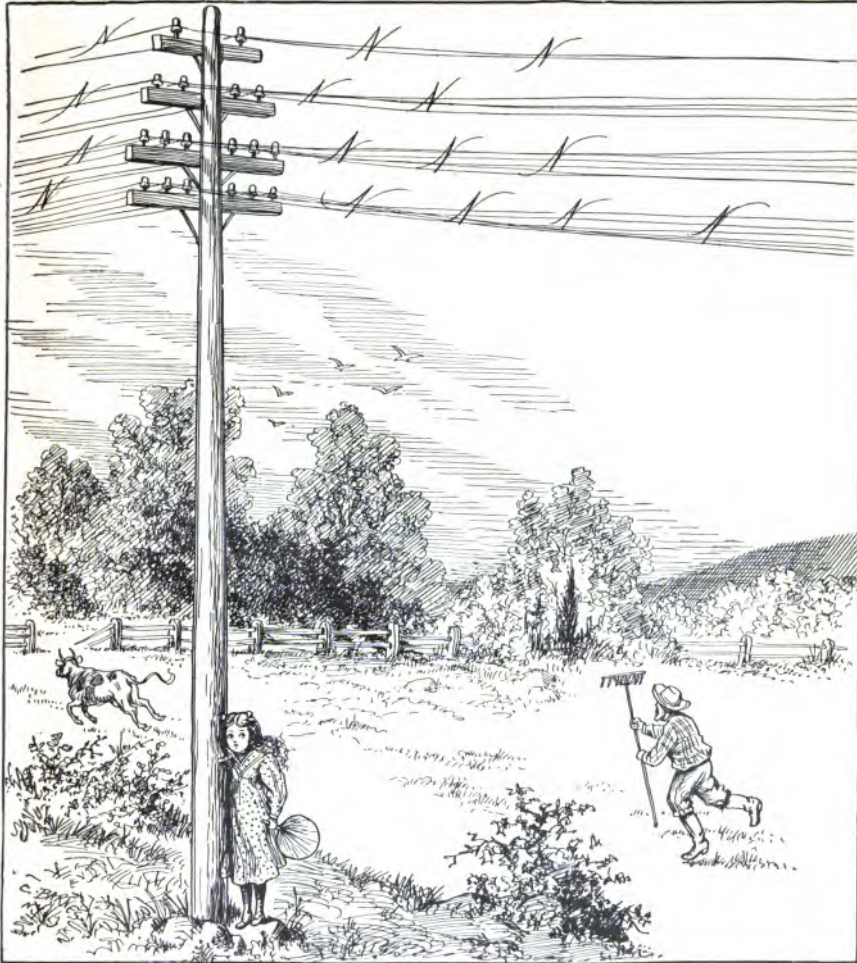
I see.

tree

I

LESSON V.—WORD AND SOUND DRILL.

t		f		rat
		sat	s	
	ee			tree
r		cat		cat
	a			f
	c	cat		see
see		r		tree
		sat		
	a	rat		see
at		t		c
	tree		sat	
t		at		rat
		sat	s	
	ee			tree
r		cat		cat



n-n-n-n

LESSON VI.



m - m - m - m - m

m - m - m - m - m



n - n - n - n - n



a - - - - - n a - - - n a - n an

r - - - - - an r - - - an r - an ran

m - - - - - an m - - - an m - an man

f - - - - - an f - - - an f - an fan

c - - - - - an c - - - an c - an can

a - - - - - m a - - - m a - m am

S - - - - - am S - - - am S - am Sam

m - - - - ee - - - t m - ee - t meet

at an am rat ran cat can see sat

Sam tree fan fat I man

PART II.

LESSON I.—THE ARTICLE A.

tree

man

cat

a tree

a man

a cat

fan

rat

a fan

a rat

a



a



a tree

man

see

a cat

a rat

a fan

cat

a man

LESSON II.—SENTENCES.

A a

C c

I see.

Can Ann see?

I ran.

Ann can see a man.

Sam ran.

A rat ran at Ann.

I see Sam.

Ann ran.

Sam can see.

I see a fan.

I see a tree.

Can Ann fan?

I am a man.

Ann can fan Sam.

A man can see.

I see a man.

Sam can see a fan.

Can Sam see a tree?

I can fan Sam.

I see a fat man.

Can a cat see?

See Sam.

A cat can see a rat. I can meet Sam.

I can see a man. Can Ann meet Sam?

Can Sam see a cat? A man can meet

A cat can see Sam. Sam.

LESSON III.—THE ARTICLE THE.

man	tree	cat
the man	the tree	the cat
the rat		the fan

T t

cats	rats
the cats	the rats
the cat's feet	the rat's feet

SENTENCES.

I see the man.	I can meet Ann.
The man ran.	See the fan.
The man can see	Ann can fan.
Sam.	See Ann fan.
Sam can see the rat.	Ann can fan Sam.
Can I see the tree ?	See the man fan
Can Ann meet the	Ann.
man ?	I see the cat's feet.

Can Sam see the The rat can see the
 rat's feet? cat.

The cat meets Ann. The cat ran.

See the cat, Ann. I see a tree.

The rat ran. See the man.

Ann can see a tree. The man can see

I can meet the man. the tree.

A man can see the Can Sam meet the
 cat. man?

See the cat. Sam can meet the

The cat can see man at the tree.

Sam. I can see Sam meet

The cat can see a the man.

rat. Can I meet the

Can the cat see the man?

tree?

LESSON IV.—CONNECTED SENTENCES. A STORY.



ě-ě-ě-ě-ě-ě



h-h-h-h-h-h

h--e--n h-e-n hen s--e---t s-e-t set

s-e-n-t sent n-e-s-t nest

A man sent Sam a hen.

See the hen.

I can see a nest.

Can the hen see the nest?

The hen can see the nest.

Can Sam set the hen?

I see a rat.

The rat can see the nest.

See the rat at the nest.

Can the hen see the rat?

Sam can see the rat at the nest.

LESSON V.



S-S-S-S-S-S

a--s as h--s has see--n seen see--s sees

Sam has seen the rat.

Ann has a cat.

Ann has sent the cat.

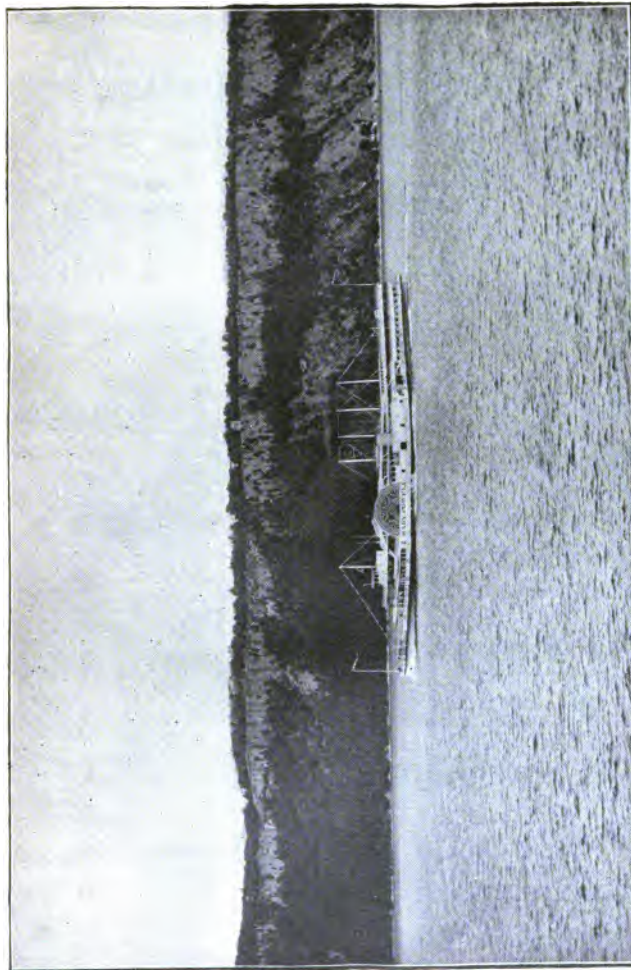
Can the cat see the rat?

Has the cat seen the nest?

The cat sees the rat at the nest.

The rat sees Sam.

The rat has seen the cat.



p-p-p-p

LESSON VI.

ũ-ũ-ũ-ũ-ũ-ũ

p-p-p-p-p-p

u --- p up p --- up pup

u --- n un f --- un fun r --- un run

ee -- p eep p -- eep peep c-r-eep creep

STORY. (Continued).

See the cat run at the rat.

See the rat run.

I see a tree.

Can the rat see the tree?

The rat sees the tree.

Can the rat run up a tree?

The rat has run up the tree.

Sam sees the rat up the tree.

The cat sees the rat.

See the rat peep at Sam.

The rat peeps at the cat.

Can the cat run up the tree?
The cat can creep up the tree.

LESSON VII.

1-ī-ī-ī-ī-ī-ī-ī

i---t it i---s is h---is his h-i-m him
t-r-a-p trap s-t-e-p step s-n-a-p snap
Sam has a trap. I can see the trap.
It is his trap.
Can Sam set the trap?
I can see him set the trap.
Sam has set the trap at the tree.
Can the rat see the trap?
See the rat peep at the trap.
See him peep at Sam.
Sam sees him in the tree.
The trap can snap.

It can snap his feet.

The rat is at the trap.

See him step in the trap.

Snap! The rat is in the trap.

Can Sam set the rat free?

Set him free, Sam.

See the cat run.

The cat has the rat. Sam has his trap.

LESSON VIII.—D d

e--d ed	a--n--d and	ee--d eed
f--ed fed	s--and sand	f--eed feed
F-r-ed Fred	h--and hand	s--eed seed
p--e--t pet	s-t-and stand	pan

FRED AND HIS HEN.

Sam sent Fred a hen. The hen has a nest.

The nest is in the pen.

Has Fred fed the hen?

Fred can feed the hen.

Fred has a pan in his hand.

The pan has seed in it.

Ann sent Fred the pan and the seed.

Can the hen see the seed?

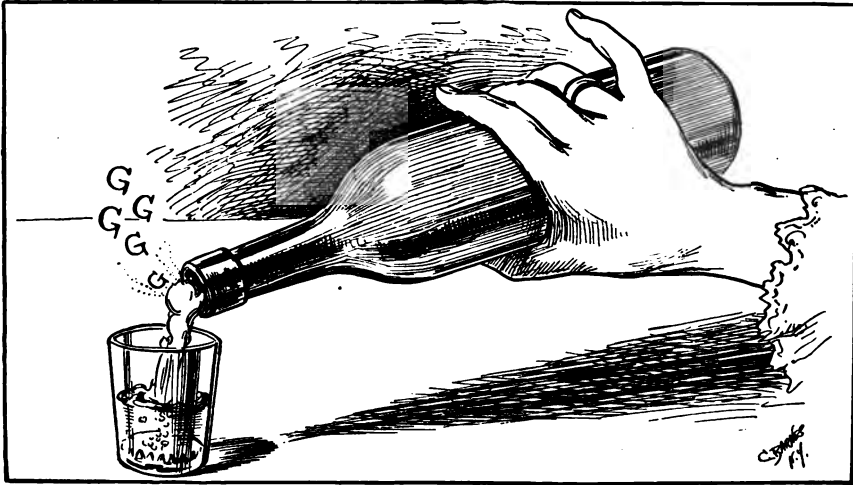
Fred can feed the hen the seed.

See, Fred has set the pan in the sand.

The hen is in the pan.

See the pan tip.

The seed is in the sand.



LESSON IX.—G g

g-e-t	get	n-u-t	nut	t-en	ten
p-i-g	pig	m-u-d	mud	s-t-r-a-p	strap
e-gg	egg	m-u-s-t	must	n-ee-d	need
egg-s	eggs	p-u-t	(put)	m	M

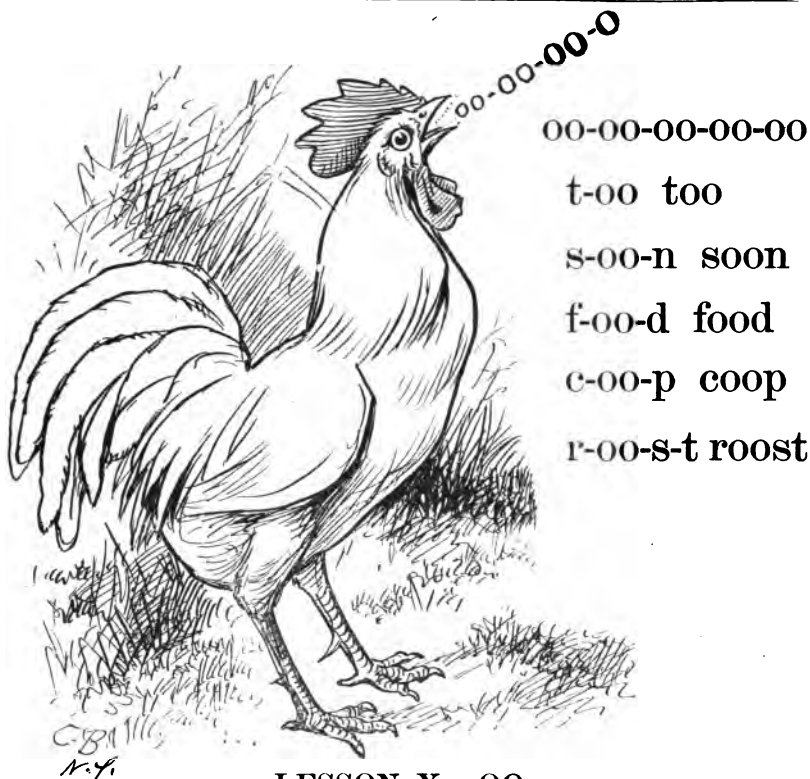
FRED'S HEN AND FIG.

The hen has the seed in the sand.

Can the hen get the seed?

Did the hen need it?

Fred can put the seed in the pan.
See the hen's nest in the pen.
Has the nest an egg in it?
The nest has ten eggs in it.
Fred sees the eggs.
Can Fred get the eggs?
A pig is in the pen.
Can the pig get the eggs?
Fred must feed the pig.
Feed the pig, Fred. Feed him a nut.
See the pig stand in the mud.
Can the pig get in the sand?
Get a strap and hit him, Fred.
If I can get a nut, I can feed him.
Fred has a nut in his hand.
Fred can feed the pig.



LESSON X.—OO

FRED'S HEN AND PIG.

Fred fed the hen and the pig.
 The hen had seed and the pig had a nut.
 The hen is in the coop.
 Fred put the hen in the coop.

The pig is in the pen.

Can the pig get in the coop?

The pig is too fat.

Fred has put food in the coop, too.

The hen can get the food.

Fred has put the hen's nest in the coop.

Has the nest the eggs in it?

Fred can put the eggs in the nest.

Has Fred set the hen?

Must the hen sit in the nest?

Must the hen stand up in the coop?

Fred has put a roost in the coop.

The hen can roost in the coop.

Soon Fred can get the eggs and set the
hen.



PART III.

LESSON I.—L l K k

l-e-t let c-u-t cut g-r-ee-n green
 N-e-ll Nell k-ee-p keep ap---p-l-e apple
 h-i-t hit s-t-i-ck stick l-i-t t-l-e little

THE APPLE.

See the tree. Is it a lit-tle tree?

It is a green tree.

Let Nell and Fred see the tree.

It is an ap-ple tree.

Fred sees an apple up in the tree.

Is it a green apple, Fred?

Get a stick, Fred, and hit the apple.

Can Nell hit the apple?

Nell is too little.

If Fred hits the apple, Nell can get it.

Nell can get Fred a stick, and Fred can
hit the apple.

Fred has the stick in his hand.

Fred has hit the apple.

Nell has the apple.

It is a little red apple.



TURNER

LANDSCAPE.

LESSON II.—W w

w--i-ll will s-t-e-m stem p-l-a-n-t plant

w--e-ll well s-k-i-n skin p-ee-l peel

THE APPLE.

Will Nell keep the apple ?

Nell can feed the pig the apple.

Will Nell feed the pig the apple ?

Hand Fred the apple, Nell.

Fred will cut it.

Let us see the seeds in it.

The apple has ten seeds.

See the little red seeds !

Peel the apple, Fred.

The skin is red. It has a little green
in it.

The apple has a stem.

Is the stem red, too ?

The stem is green.

Fred will keep the seeds.

Let us plant the seed.

LESSON III.—B b

b-i-t bit	Dan	kill
r-a-b-bit rab-bit	gun	still
b-a-g bag	belt	tell

THE RABBIT.

I see a rabbit.

It is a little rabbit.

I will tell Dan.

Dan has a gun.

Dan has a bag, too.

The bag is at his belt.

Let Dan see the rabbit.

Will Dan kill the rabbit?



RABBITS.

SIR EDWIN LANDSEER.

Will the rabbit stand still ?

The rabbit will run, if it sees Dan.

If the rabbit runs, can Dan hit him ?

If the rabbit runs, Dan can run, too.

If Dan hits the rabbit, it will kill him.

Dan has hid up in a tree.

Can the rabbit see Dan ?

Will Dan let the rabbit see him ?

Dan can see the rabbit.

See him rest his gun.

Dan can rest his gun in the tree.

Dan will soon kill the rabbit.

Dan will kill the rabbit and put him in
his bag.

LESSON IV.

s-u-n sun w-e-s-t west sun-set

THE SUNSET.

Let us see the sun.

It is big and red.

It is in the trees.

The sun will soon set.

The sun sets in the west.

Let us see the sun set.

Nell can see it set.

Can Fred see it set, too?

Let us tell him.

The sun has set in the west.

Nell has seen the sunset.

The trees and the hill soon hid the sun.



LESSON V.—O o

ō-ō-ō-ō-ō-ō

o-n on	e-l-m elm	b-u-g bug
n-o-t not	f-r-o-m from	bug-s bugs
s-o-f-t soft	h-e-l-p help	r-o-b-i-n rob-in
f-ee-l feel	sad	

THE ROBIN.

I see a robin on the tree.

The robin is on the elm tree.

The robin has a nest in the elm tree.
The nest sits on the big limb.
Can Fred see the nest?
Fred has seen the nest.
Fred will not get the nest.
Dan will get the nest, if Fred will let him.
Fred will not let him get it.
The nest has eggs in it.
Fred has seen the eggs, too.
Fred will not tell Dan.
If Dan gets the nest, Fred will feel sad.
The robin will feel sad, too.
Dan must not get the nest.
Fred will keep Dan from the nest.
The robin will sit on the eggs.
Soon Fred will see little robins in the
nest.

Fred will feed the robin.

The robin can feed on seeds.

The little robins cannot feed on seeds.

The little robins need soft food.

The big robin will feed the little robins
on bugs.

Fred can help get the bugs.

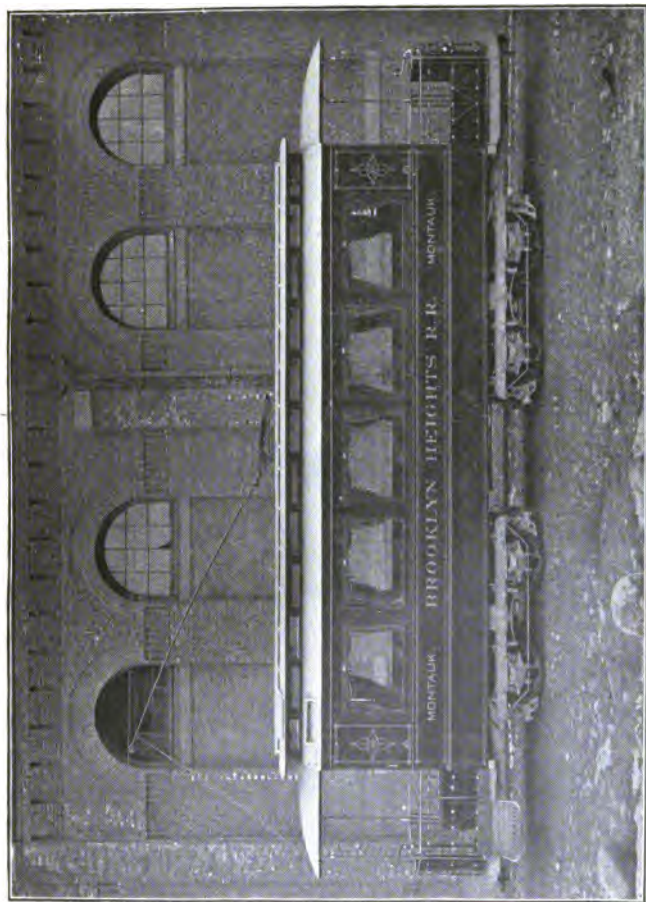
LESSON VI.—V

SS	V-V-V-V-V	SS
h-a-ve have	doll	silk neck
g-i-ve give	but-ton	mus-lin sack
vel-vet	but-tons	flan-nel trim
		cot-ton dress

THE DOLL.

Nell has a doll.

It is a big doll, but not as big as Ann's
doll.



V-V-V-V-V

Has the doll a dress?

The doll has a red dress.

It is a muslin dress.

Nell cut the dress, but Nell did not trim it.

Nell's doll has a sack, too.

Has the doll a cap?

It is not a cap; it is a hat.

It is a silk hat.

Nell got the hat from Ann.

Nell will give Ann's doll a dress.

Nell has a flannel dress; it will fit Ann's
doll.

The flannel dress will not fit Nell's doll;
it is too big.

The dolls have boots.

The boots have ribbons at the top.

LESSON VII.

E ON THE END OF WORDS.

mad	made	make (have)	milk	rest
hat	hate	bake	help	best
plat	plate	take	Kate	shelf

THE CAKE.

Nell has a cake.

It is a little cake.

The cake is on a plate.

Nell made it.

It has milk and an egg in it.

Kate has a plate.

Can Kate make a cake, too?

Kate will need a pan.

The cake will bake best in a pan.

Put the plate back, Nell, and get Kate a
pan.

Take an egg, Kate, and put it in milk.

I can not tell the rest.

Nell can tell.

Let Nell help make the cake.

Kate will need Nell's help.

LESSON VIII.

like	fine	(give)	split	sticks
fire	time	di-vide	just	flame

FRED HELPS MAKE THE CAKE.

Nell and Kate have the cake in the pan.

Can Kate and Nell make the fire?

Nell sees Fred just in time.

Fred will make the fire.

Nell and Kate will need a hot fire.

Take the pan, Fred, and get the sticks.

Will it need ten sticks?

Split the sticks fine, Fred.

Fred has made the fire.

It is a fine fire. See the fine red flame!

Kate has put the cake on the fire.

It will not bake. The fire is not hot.

If the fire has time, it will get hot.

Put on the sticks and make it hot.

It will soon bake the cake.

Fred will like the cake.

Nell, Kate and Fred will divide the cake.

LESSON IX.

home name pond elm lone

same toss room bone tame

swim hill stone lake

SAM'S HOME AND HIS PETS.

Sam has a fine home. His home is on a
hill.

A lone tree is on the hill. It is an elm tree.

Sam has fine pets at his home.

Sam has a rabbit. The rabbit is tame.

Sam has a dog, too. The dog's name is Dan.

Dan is a fine dog.

Dan and the rabbit sleep in the same room.

The rabbit likes Dan and Dan likes the rabbit.

Dan will not kill the rabbit.

Sam feeds his rabbit. The rabbit likes beets.

Dan likes a bone.

Sam has more pets, but Sam likes Dan and the rabbit best.

Dan and the rabbit like him, too.

In the lot at Sam's home is a big pond.

It is as big as a lake.

Sam can swim in the pond. Dan can
swim, too.

Can the rabbit swim?

If Sam will toss a stick on the pond,

Dan will swim and get it. If it is a
stone, Dan can not get it.

LESSON X.

here sure pic-ture deep him-self

THE PICTURE IN THE POND.

Here is the pond at Sam's home.

The pond is in the lot. The pond is
deep.

A tree stands in the lot, too.

See Sam and Dan at the pond.



COROT.

THE POND.

The pond is still. Sam can see a picture
in it.

In the picture is a tree.

It is like the tree in the lot.

Sam is sure it is the same tree.

It makes a fine picture.

Sam can see his picture in the pond.

Dan can see him-self in the pond, too.

If the pond is not still, Sam can not see
the picture.

PART IV.**LESSON I.**

A, E, O, I, U, ALONE ON THE END OF WORDS.



no	fond
so	drive
he	ride
we	(pull)
(to)	strong
Fi-do	sad-dle
bri-dle	wag-on
Ma-bel	

FRED AND FI-DO.

Here we see Fred and Fi-do.

Is not Fido a fine dog?

Little Ma-bel can ride on his back.

Fred has a little sad-dle.

He can strap the saddle on Fido's back.
Mabel sits in the saddle and has a fine
ride.

Mabel likes the fun ; but Fido is not so
fond of it.

Fred has a bri-dle, and a wa-gon, too.
He can put the bridle on Fido and drive
him to the wagon.

Mabel likes to ride in the wagon.

Fred can drive Fido, and Mabel can ride
in the wagon. Fred and Mabel can
not ride at the same time ; Fido can
not pull the wagon.

LESSON II.

J, X AND CH.

x ks	ox	Jack	cross
j	box	act	him-self
ch	sticks	bit	un-less
	such	bite	chil-dren

THE CROSS DOG.

An ox is in the lot.

Sam has put the food in the box.

Can the ox get the food?

No. A cross dog is in the box.

The dog's name is Jack.

He stands on the box and will not let
the ox get the food.

He will jump at the ox and bite him, if
he takes a bit of the food.

Jack can make no use of the ox's food.

Dogs do not like such food.

But Jack is a bad dog.

He will not let the ox have the food he
can not use himself.

Do not act so, Jack. Let the ox have
his food.

Jack will not do it unless Sam makes him.

I have seen children act just like Jack.

LESSON III.

ou-ou-ou-ou-ou

out	found	fond	smells
mouse	sound	hunt	cheese
house	round	hole	nib-ble
flour	a-round	strong	an-i-mal

THE MOUSE.

The mouse is a little animal. He is like
the rat.

But he is not so big as the rat.
He runs around the house to get food.
He runs in and out at a little round hole.
He hunts around to get food.
He gets into the flour box.
He runs up on the table.
On the table is a mouse-trap.
It is not like the rat-trap.
It is not so big and strong.
Kate has put cheese on the trap.
The mouse smells the cheese. He is fond
of cheese.
Let him nibble the cheese if he will.
Let him go into the trap to nibble the
cheese.
Snap! the trap has him. He can not
get out.

He makes a big fuss. He makes the
sound ee-ee-ee.

LESSON IV.

ng	sh	z=s	
ing	she	buzz	
sing	shall	rose	
wing	long	such	
sting	stung	suck-ing	
sweet	count	mo-lest	bum-ble-bee



THE BUMBLE BEE.

Here is the picture of a bee. It is a big
bee.

Is it a bumble bee? Will he sting me?
Shall I hit him? No. Do not hit him.

He will sting.

Can the bee sing?

The bee makes a big sound, but he can
not sing.

The sound is a buzz. It is like z-z-z-z.

The bee's wings make the buzz.

Let us count his wings. He has — wings.

The bee is on the rose. He is sucking
the sweet from the rose.

He runs his long bill into the rose and
sucks up the sweet.

He takes the sweet to his home.

We must not go to his home.

We will get stung, if we molest his
home.

LESSON V.—Y

$\bar{y}=\bar{i}$	my	fly	try	(e \bar{y} e)
$\check{y}=\check{i}$	Ma-ry	Henry	fun-ny	
(one)	(ma-ny)	(any)	in-sect	

THE FLY.

Let us get a fly. Here is one on the table.

He will get into the milk, if we do not stop him.

I do not like to have a fly in my milk.

He is try-ing to fly. He can buzz like the bee.

He is not so big as the bee.

The fly is an in-sect. The bee is an insect, too.

Try to get him, Henry. Let us see him run.

O, he runs so funny! He has so many legs.

I will count his legs. He has — legs.

Did we count the bee's legs? Let us see if the bee has as many.

Count the fly's wings, Henry. He has — wings.

He can run and fly.

Can the fly see us? See his eye. It is not like my eye.

Let him go, Mary. Do not kill him.

We have seen him; so we will set him free.

We will not kill any insect, if we do not need to.

LESSON VI.

oi	oy	en-joy	la-zy
toil	boy	sled	bot-tom
spoil	roy-al	slide	will-ing

LAZY NED.

See the boy and his sled. The boy's
name is Ned.

He is a lazy boy.

He likes to slide on the hill ; but he will
not take his sled up.

He is not willing to toil for his fun.

See the boys go by on the sleds.

It is royal fun !

But here is our Ned. He stands at the
bottom of the hill.

He is so lazy he cannot enjoy the fun
himself.



Lazy boy! lazy boy! do not spoil the fun.
Wake up and take the sled to the top!
Get on and have a fine ride.
We do not like lazy boys.

LESSON VII.—OW

ow like ou	ow like ō	bend	shoots
now	bow	limb	un-cle
how	ar-row	string	hick-o-ry
			Frank

THE BOW AND AR-ROWS.

Frank has a bow. His uncle Tom made
it and gave it to him.
The bow is made of hickory.
Frank's uncle found a hickory tree.
He cut a limb from it. From the limb
he made the bow.

It is a strong bow ; but it will bend.

Frank has arrows, too. He made the
arrows himself.

Frank made the arrows from hickory, too.

He can shoot the arrows from the bow.

The bow has a stout string on it.

Let us make a picture of the bow and
its string.

Frank puts the arrow in the bow.

He pulls the string back to bend the bow.

Now he lets go of the string. The bow
springs back and shoots the arrow.

How the arrows fly ! The arrows fly
like the wind.

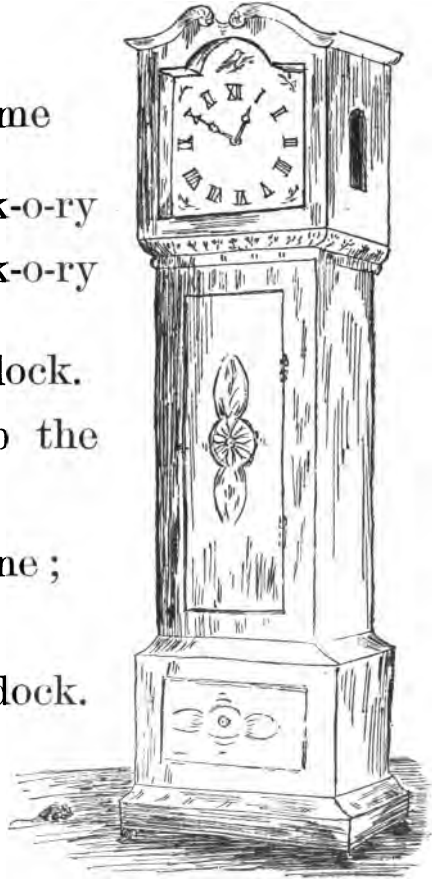
The arrows make a sound like sh---.

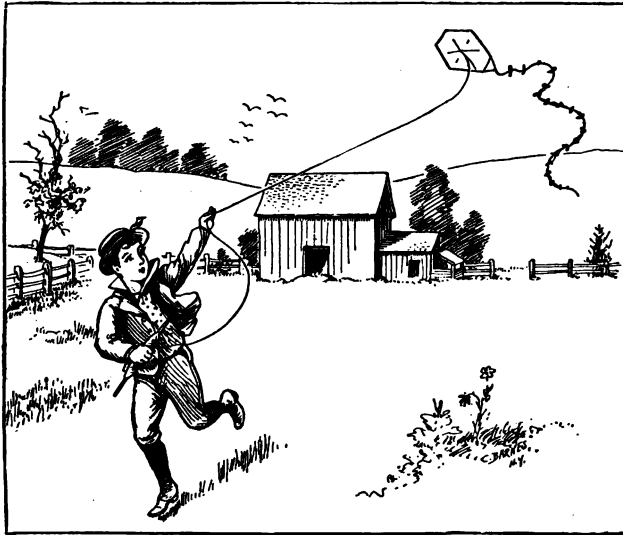
LESSON VIII.—Rhyme

dock down hick-o-ry
clock struck dick-o-ry

Hickory, dickory, dock.
The mouse ran up the
clock.

The clock struck one ;
Down he did run.
Hickory, dickory, dock.





LESSON IX.

y (initial) yes

(to)	blow	wind	(you)
too	blow-ing	win-dow	(your)
(two)	stout	rat-tle	speck

THE KITE.

Here is Henry and his kite.

Henry made the kite himself. He had
no help about it.

Can you make a kite?

Henry's kite is not a big kite ; but it will
fly just as well as a big one will.

Do you like to fly a kite ?

The wind must blow to make the kite fly.

The wind is blowing now.

It makes the window rattle.

The wind makes a sound like w ----.

Now, Henry will go to fly the kite.

The kite will need a long string.

If the string is too big, the kite will not
rise.

The kite cannot carry a big string.

But the string must be stout.

If the string is not stout, it will snap in
two.

Now the kite is going up. How it pulls
at the string.

If the string snaps, the kite will be lost.
 See how little the kite seems now.
 It is like a speck in the sky.
 Henry is glad he has so long a string.

LESSON X.

a before r	a before rr		
bärn	är-row	yard	les-son
bark	car-ry	start	cat-tle
farm	cool	wade	sheep

MORE A-ABOUT SAM'S HOME.

We have had two lessons about Sam's
 home.
 We will have one more.
 Sam's home is on a farm.
 Sam has to tend the cattle and the sheep.



COWS.

ADOLPHE BONHEUR.

Dan helps Sam to drive the cattle to the pond.

The cattle like to stand in the pond to get cool.

It is so hot in the barn.

Sam cannot drive the cattle out.

Dan will bark, but the cattle stand in the pond.

Sam must stand on the bank till the cattle start for the barn.

The sheep do not act so.

The sheep do not like Dan.

He makes the sheep run, but he will not harm one.

Sam keeps the cattle in the barn.

He keeps the sheep in the yard.

LESSON XI.

wh. when while (whole)
blossoms hundred garden spade
ground rake sprout

THE SEEDS.

We have a pan of seeds.

Let us plant the seed in the garden.

Frank has a spade.

He will dig up the ground.

He has a rake, too.

We will have him rake the ground.

When it is soft and fine, we can plant
the seeds in it.

We will have to take care of the garden.

We will need to keep the ground wet.

It will not do to have it dry.

The seeds will not grow in dry ground.

If we keep it wet the seeds will sprout.
In a little while the plant will show its tip.
The sun will shine on it and make it grow.
In a little while it will have buds on it.
The buds will make blossoms.
When the blossoms drop off, ripe seeds
 will be left.
One seed in the ground will make a
 plant.
One plant will have a bunch of blossoms.
The blossoms from one plant will have a
 whole pan full of seeds.
So one seed will grow to make a hundred.

LESSON XII.

oo is ōō soon loose
or ōō book took good foot woods
close smart yelp know

THE TWO DOGS.

Frank is at home. He has a good home.
He has toys and books.
He has pets, too.
He has two dogs, a big one and a little
one.
The big dog's name is Dash.
Dash is a fine dog.
The little dog's name is Jip.
Jip likes to bark and make a noise.
He will not dare to bite.

Dash keeps still and lets Jip do the
barking.

When Frank needs him, he is on hand.
One time Dash and Jip went to the woods.
Jip ran about and had lots of fun.

A big limb of a tree was sticking in the
ground.

Soon Jip ran close to it.

He hit it and it fell on his foot.

How Jip did yelp!

He did not know how to get his foot
loose.

Dash came to help him.

The stout dog took the limb off and set
Jip free.

Is not Dash a smart dog?



LESSON XIII.

e i before r

ēr	her	supper	dinner	every
īr	bird	girl	first	(are)
fellow		crumbs	lesson	

THE GIRL AND THE BIRDS.

Let us look at the picture.

We will have a lesson on the picture.

Let us get a story from it.

Do you know the house in the picture?

See the little girl at the window.

She is looking at the snow.

The snow is on the ground.

It is on the roof of the house, too.

Little birds are out in the yard.

The little fellows hop about in the
snow.

One bird looks up at the window.

He is hungry, poor little bird!

The little girl will feed him.

She will feed him crumbs from the table.

Birds like crumbs of cake.

She can toss the food out of the window.

It will drop into the snow.

The little bird must pick it out of the
snow.

The little girl will feed the bird every
time she can.

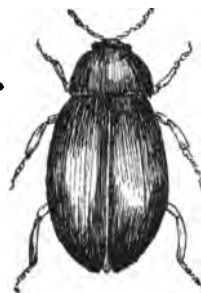
He will grow tame.

In time he will take the crumbs from
her hand.

LESSON XIV.

th th

then this thin before
than that thick number
these those think beetle
strong



THE BEETLE.

This is the picture of a beetle.

Let us get a beetle and bring him here.

We must get him before we have this
lesson.

We will look at him while we have the
lesson.

Let us count his legs.

Has he more than the fly?

Has the bee more legs than the beetle?

I can count — legs on the beetle.

Is that the same number that the fly has?

We found the same number on the bee
and the fly.

Now we will count his wings.

Do you think he has more than the fly?

Let us see. He has more than two.

His wings are not alike.

He has thick, strong wings.

Under these he has — thin wings.

He is not like the fly.

We found that the fly has but two wings.

The beetle has — more wings than the
fly.

The bee and the beetle have the same
number of wings.

The bee, the fly and the beetle have the
same number of legs.

LESSON XV.

ôr	ûr		
for	turn	harrow	hitch
corn	furrow	dirt	hitches
horse	horses	smooth	wooden

THE FARMER.

Let us tell how the farmer plants his
corn.

First he plows the ground.

Did you ever see a plow?

The plow has a large, smooth blade.

This is the plow share.

It is made of steel.

He hitches the horses to the plow.

As the horses pull the plow, the plow
share turns up the ground.

The plow makes a deep furrow.

When the ground is plowed, it must be
made smooth with the harrow.

Did you ever see one?

The harrow is a wooden frame, with
steel pins in it.

The horses drag it over the ground.

These pins rake the ground and make
the dirt fine and smooth.

Then the farmer will plant his corn.

LESSON XVI.

ed added to words.

New Syllable. d blended, e silent. d like t.

plant	plant-ed	kill	killed	bake	baked
hunt	hunt-ed	smell	smelled	help	helped
need	need-ed	trim	trimmed	toss	tossed
lift	lift-ed	buzz	buzzed	dress	dressed
		try	tried	bark	barked
		live	lived	suck	sucked
		plow	plowed	drop	dropped

REVIEW SENTENCES.

We will tell some of the things we have
read.

Fred planted the apple seed.

Dan killed the rabbit with his gun.

Nell dressed her doll. She trimmed the
dress herself.

Dan tried to get the robin's nest.

Nell and Kate baked the cake.

Fred helped them with the fire.

The girls needed Fred's help.

Sam lived by a pond.

Sam tossed a stick on the pond and Dan
swam to get it.

The dog barked and growled at the ox
and kept him from his food.

The mouse hunted around the house for
food.

The bee sucked the sweet from the rose.

The fly buzzed on the window-pane.

The little girl dropped the food out of
the window for the bird.

The farmer plowed his ground for the
corn.

PART V.

LESSON I.

ai ay= \bar{a} ea= \bar{e} ie= \bar{i} swiftly homely
day near cried sounded admired
away with shapely showed tangled

THE DEER.

A deer came one day to a lake to drink.
The clear, smooth lake showed him his
picture in it.

“O, the fine horns that I have!” he cried.

“How strong and shapely!

But how homely my legs are! So long
and thin!

My horns look like the limbs of a tree.”

Just then the horn of a hunter sounded
near by.

Away ran the deer.



SUMMER.

G. VON HAFTEL.

How swiftly his long, thin legs sped over
the ground!

But, alas! the fine horns that he admired
so much, got tangled in a tree. Before
he got them free, the hunter came up
with him.

“Those ugly horns!” he cried, as the
hunter’s arrow struck him.

LESSON II.

THE BONNY BOAT.

oa=ō

boat	rosy	three	rid-dle
a-float	bon-ny	sun-set	sil-ver

One, two, three.

A bonny boat I see.

A silver boat,

And it afloat
Upon a rosy sea.

One, two, three.
The riddle tell to me.
The moon afloat is the bonny boat.
The sunset is the sea.

LESSON III.

matter	tired	(said)	(again)
bucket	empty	(says)	

THE TWO BUCKETS.

Two buckets hung in the well.
One bucket said, as it came up, "O, I am
so tired of this way of life! No matter
how full I am on the way up, I will go
back empty."
"I do not look at it that way," said the

bucket going down. "I am glad to think that, no matter how empty I am on the way down, I will go back full."

LESSON IV.

ea often=e meadow blue

Little boy blue, now blow your horn.

The sheep 's in the meadow, the cow 's
in the corn.

So this is the way you tend the sheep.

Under the haycock sound asleep.

I had a little pony ;

His name was Dapple Gray.

I lent him to a lady

To ride a mile away.

LESSON V.

w or wh before a, a=ō

was what (does)

an-i-mal parts ground

min-er-al grow under

every thing which stones

THE PLANT.

Let us each get a little plant.

We will have the plants in our hands
when we read this lesson.

Let each little boy and little girl look at
the plant.

See how many parts it has.

My plant has — parts.

Here is a part that was under the ground.

What is the name of this part?

Which is the stem of the plant?

What does the stem have on it?

We have little plants and big plants.

Are trees plants? Are weeds plants?

Do plants have life?

Plants and animals have life.

Stones do not have life.

Every thing that has life is a plant or
an animal.

Every thing that does not have life is a
mineral.

Plants grow in the ground.

Animals do not grow in the ground.

Plants get food from the ground.

Animals get food from plants.

LESSON VI.

longer	flies	limbs
stronger	(does)	birdie

THE BIRD AND ITS NEST.

By ALFRED TENNYSON.

What does little birdie say
In her nest at peep of day?
“Let me fly,” says little birdie;
“Let me rise and fly away.”
“Birdie, rest a little longer
Till the little wings are stronger.”
So she rests a little longer,
Then she flies away.

What does little baby say
In her bed at peep of day?
Baby says, like little birdie,
“Let me rise and fly away.”

“Baby, sleep a little longer,
Till the little limbs are stronger.”
If she sleeps a little longer,
Baby, too, shall fly away.

LESSON VII.

c or g before e, i or y

price	George	cinnamon	(get)
nice	German	pencil	(give)
cent	change	piece	(buy)
spice	ginger	pieces	(were)
fancy	angel	grocer	

PLAYING STORE.

I saw three children playing store.
Did you ever play store?
These children used books and playthings
to sell.

They got fancy things from the rooms,
and grocer's things from the pantry.

They had real coins to play with.

They had ten-cent pieces, five-cent pieces,
three-cent, two-cent and one-cent
pieces.

Can you tell me a name for a ten-cent
piece?

Show me one.

Show me a five-cent piece and a one-cent
piece.

Tell me a name for each coin.

Which coin is made of silver?

Which coin is made of copper?

Which is made of nickel?

George was the storekeeper.

Mabel and Frank came to buy things.

Mabel wished to buy a doll.

The price of the doll was seven cents.

Mabel gave George a dime. George
gave her — cents in change.

Frank came to purchase a wagon.

He gave the storekeeper a five-cent piece
and a three-cent piece.

How much did that make?

Mabel found a fancy fan on the counter.

The price was six cents. She gave
George two coins just alike, which
made six cents. What were the
coins?

Frank got a pencil for two cents.

He gave a five-cent piece. How much
change did he get?

Mabel purchased a German music box.

She had to give two dimes for it.

Frank wished to buy a picture.

He found a picture of an angel which he
liked very much.

The price of the picture was ten cents.

He had just seven cents. He had to
borrow the rest from mamma. How
much did he borrow?

Mamma came to buy things for the
kitchen.

She got sugar, spice, ginger and
cinnamon.

The children had a nice time.

We will play store for a number lesson.

LESSON VIII.

thumb pull-ed eat-ing Christmas
cor-ner

LITTLE JACK HORNER.

Little Jack Horner sat in the corner
Eating a Christmas pie.
He put in his thumb and pulled out
a plum,
Saying, "What a good boy am I."

THE NORTH WIND.

doth he'll barn head
does harm north

The north wind doth blow,
And we shall have snow,
And what will the robin do then?
Poor thing.

He'll stay in the barn,

Away from all harm,
And tuck his head under his wing,
Poor thing.



LESSON IX.

gather unable reach think
very was what pitcher thirsty

THE CROW AND THE PITCHER.

The crow was very thirsty.
She found a pitcher of water.
But the water was so low that she was
unable to reach it.

She did not give up at once. She stood still to think what to do.

Soon she began to gather stones and drop them one by one into the pitcher.

This made the water rise in the pitcher until she was able to reach it.

Where there is a will, there is a way.

LESSON X.

were	sprang	hungry	grapes
looked	longed	jumped	

THE FOX AND THE GRAPES.

A hungry fox found a vine which hung full of grapes.

The grapes were far up from the ground.

The fox looked and longed for them.

He jumped and sprang about for a long time.

But he was unable to reach them.
Then he went away saying to himself,
 “Green, sour things.
Let those have them that wish for them.
I will not have one of them.”

LESSON XI.

win-dow rain-y speak means

THE BOY AND THE RAINDROPS.

Pitter-patter, pitter-patter,

On the window pane.

Pitter-patter, pitter-patter,

Little drops of rain.

Pitter-patter, pitter-patter,

All this rainy day ;

Tell me, little rain drops,

Is this the way you play ?

I sit here at the window,
With not a thing to do.
How I'd like to play a game
This rainy day with you!

The little rain drops cannot speak.
But "Pitter-patter, pat,"
Means, "We can play on this side,
But you must play on that."

LESSON XII.

thick	root-lets	alike
thread	flow-ers	leaves

ROOTS.

One day we had a lesson on plants.
We found that a plant has three parts ;
the root, the stem, and the leaves.

The root is the part that grows in the
ground.

The stem has leaves and flowers on it.
Now we will look at the roots of plants.

The roots of plants are not alike.

Here is a plant with roots like long
threads.

Let us get more plants with thread roots.
Tell the names of the plants.

Here is a plant that has a thick root.

This plant is a beet.

Tell me what plant you know that has
a thick root like the beet.

On the thick root are many little
threads.

These are the rootlets.

See if you can show me the rootlets.

LESSON XIII.

watchers watch-ful trusty gi-ants

OLD TIME'S WATCHERS.

Old time has a watchful band

Of seven trusty men,

Who watch by turns ; the last one gone,

The first one comes again.

Who knows the men ?

Old time has another band

Of giants brave and strong.

For all in turn it takes a year ;

And still they march along.

Name the giants strong.

Sun-day

Mon-day

Tues-day

Wednes-day

Thurs-day

Fri-day

Sat-ur-day

Jan-u-a-ry	May	Sep-tem-ber
Feb-ru-a-ry	June	Oc-to-ber
March	July	No-vem-ber
A-pril	Aug-ust	De-cem-ber

LESSON XIV.

cookie	standing	splendid
(Mama)	Alice	loving

THE COOKIE BOYS.

Mama made five cookie boys
Standing in a row,
With heads and eyes and hands and legs,
They made a splendid show.
Alice saw the cookie boys,
Lying in the hall,
Gave each one a loving kiss,
Then she ate them all.

—PEYTON BROWN.

LESSON XV.

shovel	nothing	one	village
come	among	many	tiresome
some	another	often	believed
coming	(wolf)	amuse	deceived

THE BOY AND THE WOLF.

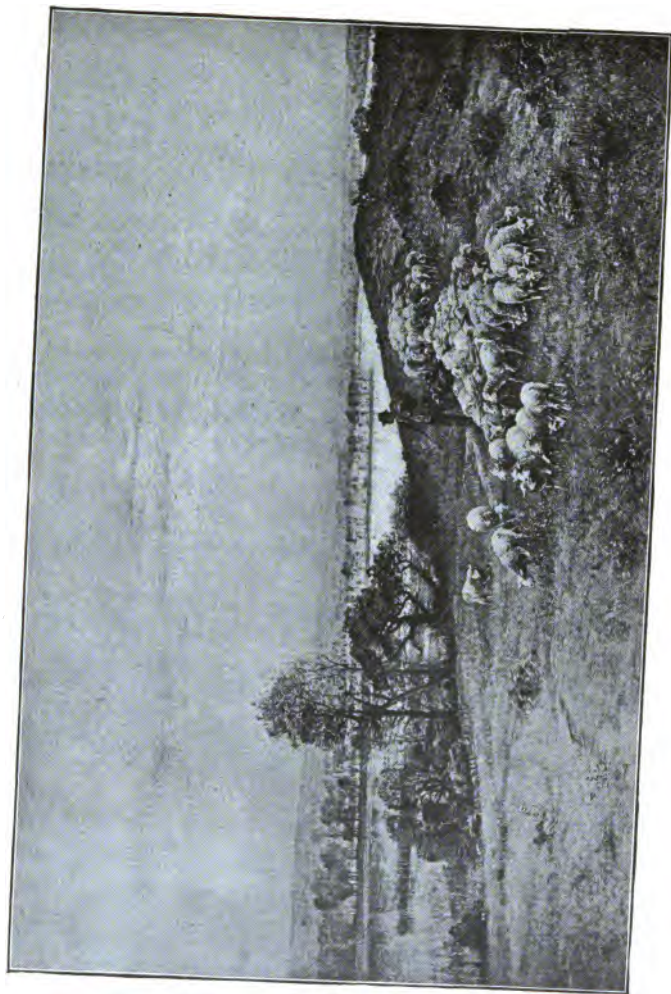
A boy kept a flock of sheep in a field
near to a village.

He had orders to cry for help if he
needed it at any time.

It was very tiresome out in the field
alone with the sheep, often with
nothing to do.

One day he hit upon a plan by which to
amuse himself.

He ran out toward the village, crying,
“The wolf! the wolf is coming!”



SEPTEMBER EVENING.

247.

Some men ran with axes, forks and shovels in hand to kill the wolf; but there was no wolf to be seen.

The boy enjoyed the joke very much.

On another day he did the same thing.

Some men came to help; but not so many as before.

One day the wolf did really come. The boy shouted even louder than before.

“The wolf! the wolf is coming!”

But not a man came to help him.

The wolf killed some of the sheep.

Among them a little lamb that belonged to the boy, and which he loved very much.

“The truth itself is not believed

From one who often has deceived.”

LESSON XVI.

	ey=a	ea before r	
they	heard	white	whiter
	pearl	spied	mousie

KITTY AND MOUSIE.

Once there was a little kitty,
Whiter than snow ;
In a barn she used to frolic,
Long time ago.

In the barn a little mousie
Ran to and fro ;
And she heard the little kitty
Long time ago.

Two black eyes had little kitty,
Black as a crow ;
And they spied the little mousie,
Long time ago.

Nine pearl teeth had little kitty
All in a row ;
And they bit the little mousie,
Long time ago.

When the teeth bit little mousie,
Mousie cried out, "Oh!"
But he got away from kitty,
Long time ago.

LESSON XVII.

ō before ld or lt

cold	most	bridge	mason
told	post	rivers	carpenter
hold	they	heavy	across
bold	very	weather	braces
bolt	stones	winter	wonderful
colt	(wäter)	summer	beautiful

THE WONDERFUL BRIDGE.

I have been told of a wonderful bridge.
No mason or carpenter can make it.
There are no stones to hold it up.
It has no posts or braces.
There are no bolts to hold it together.
God makes it of nothing but water.
It is a most beautiful bridge.
It is strong and thick in cold weather
so that it will hold very heavy things.
Boys and girls can go on it boldly.
In winter we see this bridge across rivers
and ponds.
We never see it in summer.
It will not stand in the heat of the sun.
Did you ever see it?

LESSON XVIII.

roll hold old between sentence
edge faces joins leading something

THE CUBE.

Get a cube from the table.

Let us see what we can do with it.

Will the cube roll? Will it stand?

The cube stands on one of its faces.

How many faces has the cube? Count
them.

Try to make the cube stand without
resting on its face.

Lift it up at one side. Will it stand if
you do not hold it?

Hold it then, and it will be resting on its
edge.

Now find how many edges it has.

See if you can read this sentence and
tell how many edges the cube has.

My cube has — edges.

That is good. Who can tell the name
for that number?

Who can tell something else that has the
same number? That is a very old
name.

When the cube stands on the edge, if you
let go, how many ways can it fall?

Rest it so that if you let go it may fall
any way.

What is it resting on now?

How many corners has the cube?

The cube has — faces, — corners and
— edges,

The edge joins two corners.

The edge lies between two faces.

Each face has — edges around it.

Each corner has — edges leading off
from it.

Each corner belongs to — faces.

LESSON XIX.

On the fingers and toes.

1. This little pig said, “I go to steal wheat.”
2. This little pig said, “Where will you get it?”
3. This little pig said, “Out in the barn.”
4. This little pig said, “I’ll tell, I will.”
5. This little pig said, “Wee, wee, wee,
I can’t get over the barn-door sill.”

JACK AND JILL.

Two little blackbirds sit upon a hill ;
This one is Jack, that one is Jill.
Fly away, Jack. Fly away, Jill.
Come back, Jack. Come back, Jill.

LESSON XX.

a	before ll	. lk	u or w	bet. w and r
	all	talk	Paul	warm
	tall	walk	saw	
ready	field	A-pril	merry	
secret	toiled	pumpkin		

WHO TOLD.

It was a sunny April day.
The men had toiled for a week to get the
ground ready for the corn.
Then came the time to plant it.

It was Paul's part to put in the pumpkin seeds ; one seed in each fifth hill.

Who can show what that means?

When the men had all the corn planted,
Paul was left alone in the field.

He was tired and sat down to rest.

He saw the birds hopping about in the trees, singing and having a merry time.

But he must walk all over the field,
tucking in the seed.

He said to himself, " Who will ever know if I do not put just the same number of seeds in each row? Nobody can ever tell."

So he dug out a hole in the corner of the field,

He put all the seeds into it and filled up
the hole with dirt.

Who did tell? No one.

But the warm sun and rain soon made
the field all green.

In one far corner a mass of stems and
leaves were growing.

These told Paul's secret.

It was a good lesson for Paul, and he
never forgot that even seeds can talk.

COPY AND MARK.

spoon	gentle	sold	pencil
rose	joined	marched	order
suit	twenty	never	enjoy
chalk	mouth	feasted	fraud
yard	each	four	toward

T



Hey diddle diddle
The cat and
the fiddle,

The cow jumped over
the moon,



The little dog laughed
to see such sport,

And the dish ran away
with the spoon.



Clarke

PART VI.

LESSON I.

stocking dawn herself Christmas
because

MARY'S STOCKING.

Mary had a stocking once,
And it was made of wool.
On the merry Christmas morn,
She had her stocking full.

Why was that stocking then so full?
Because, at Christmas dawn,
When Mary rose to dress herself,
She put her stocking on.

LESSON II.

MR. PEN'S ARMY.

I know a little army
Of funny little men.

They number six and twenty,
And are led by Captain Pen.

He takes them to the common;
He drills them very well.
He leads them out to battle,
And they begin to spell.

They march in such good order
That they never have a fear.
Five are always kept in f-r-o-n-t,
And four are kept in r-e-a-r.

Five are always in for p-e-a-c-e,
And three are in for w-a-r.
Can any little fellow tell
Who these little fellows are?

LESSON III.

i before ld, nd	gh=f	could	punish
child	(läugh)	would	morning
mild			drawer
find			mouth
mind			filled

JAMES AND HIS FAULT.

James liked candy.

He could not see it without putting it at
once in his mouth.

It was of no use to hide it away.

James would be sure to find it.

“I do not know what to do with the
child,” said his mother.

“I have tried mild ways, but he does not
seem to mind them.

I will have to punish him.”

“I am going to set a trap for him,” said
his brother.

The next morning James saw a drawer
just a little way open.

He peeped in and saw some fine bits of
candy.

He did not take them at once.

He looked and longed until he could
stand it no longer.

He had just taken them into his hand,
when he heard his mother come into
the room.

He put them all into his mouth at once.

O, how sorry he was. His brother had
filled them with red pepper.

How they did sting and burn!

He heard some one laugh. He looked

up and saw his brother standing by the door.

“How do you like that kind of candy?”
said his brother.

James said nothing; but he did not soon forget the lesson.

LESSON IV.

calf	country	though	another's
calves	pencil	through	op-po-site
		tongues	rep-re-sent

OUR OWN STORIES.

Look at the picture on the opposite page.
What time of the year do you think it is?
Is it a warm day or a cold day?
Is it sunny or cloudy?
Tell us whether it represents life in the
city or in the country.



GREEDY CALVES.

WEBER.

What has mamma come to the yard
for?

Who has come with her?

How many calves can you see?

Let us give each of the children a name.

Little Ruth is trying to put her hand on
one calf, while Mabel holds her up on
the gate. Jennie peeks through the
bars.

Do you think they enjoy watching the
calves at their supper?

One greedy calf has his head in the
bucket, and the others cannot get at
the milk.

What makes them run out their tongues?

Can you see the donkey? How meekly
he stands and peers through the fence.

Does he look as though he wanted to join the calves at their feast?

When you go to your seats take your pencils and write the story, telling all that we have talked about.

For the next lesson we will read one another's stories.

LESSON IV.

a	before	ff	fs	ft	sk	ss	st
any	been	dance	ask	past			
winter	summer	wiser	asked	stored			
	grasshopper		something				

THE ANT AND THE GRASSHOPPER.

The grasshopper had not laid up any food for winter.

When the summer was past, he had nothing to eat.

The ant had been wiser and had stored
away food all summer.

So the grasshopper went to the ant and
asked her to give him something to eat.

The ant asked him what he had been
doing all summer.

“I sang,” said the grasshopper.

“You sang?” said the ant, “Well, now
you may dance.”

LESSON VI.

i before gh	inviting
right	tempting
night	
tight	fastened

MOUSIE'S ADVENTURE.

One day a little mousie
Spied a tempting bit of cheese.

The smell was so inviting,
It made the mousie sneeze.
Right there it was before him.
He took one little bite.
Snap, snap! and O, the pity!
The mouse was fastened tight.

LESSON VII.

LADY MOON.

I see the moon, and the moon sees me ;
God bless the moon, and God bless me.

—OLD RHYME.

Lady Moon, Lady Moon, where are you
roving?

“Over the sea.”

Lady Moon, Lady Moon, whom are you
loving?

“All that love me.”



L. DOUGLASS

MOONLIGHT LANDSCAPE.

Are you not tired with rolling, and never
Resting to sleep?

Why look so pale and so sad, as forever
Wishing to weep?

“Ask me not this, little child, if you
love me :

You are too bold.

I must obey my dear father above me,
And do as I’m told.”

Lady Moon, Lady Moon, where are you
roving?

“Over the sea.”

Lady Moon, Lady Moon, whom are you
loving?

“All that love me.”

—LORD HOUGHTON.

LESSON VIII.

night bright light slender
twinkle above high diamond

THE SUN, THE MOON AND THE STARS.

Let us go out at night and look up into
the sky.

How bright the stars shine !

We cannot see the stars in the daytime.

They are in the sky over our heads just
the same ; but we cannot see them.

Can you tell why ?

The sun makes the day light.

Tell us what else the sun gives us.

The moon and the stars give us light by
night.

Sometimes we can see the moon in the
daytime.

Look for her to-day when you go out.
If you find her in the daytime, she will
not look as she does at night.
She does not seem to give much light.

Why?

Sometimes the moon looks round and
full. Sometimes it is just a slender
bow.

The sun is always round and full.

Twinkle, twinkle, little star.
How I wonder what you are.
Up above the world so high.
Like a diamond in the sky.

LESSON IX.

higher reaching sailing walking
beginning maiden earth

SWING-SONG.

Swing, swing!

Swing, swing!

Over the tree-tops I soar,

Swing, swing!

Swing, swing!

Higher each time than before.

I shall be reaching the clouds pretty soon,

Sailing around the bright stars and the
moon,

Then you won't see

A maiden like me,

Walking about on the earth any more.

Swing, swing!

Swing, swing!

There Mamma stands at the door.

Swing, swing!

Swing, swing!

I cannot swing any more.

I am beginning to faint and to tire,

I do not want to sail up any higher,

So you will see

A maiden like me,

Walking about on the earth as before.

—ZITELLA COCKE, in *Our Little Ones*.

LESSON X.

fork	horse	worst	hello
work	worse	worth	fishing
form	word	world	finish
worm	worry	drowned	

FRED'S FISHING.

"Hello, Fred! Will you go fishing with me?" said John.

"I will go and ask Mamma," said Fred.

"She gave me some work to do here in the garden."

Fred ran into the house. He soon came back with the word that he could go after his work was done.

"Have you any worms for bait, John?" said Fred.

"No," said John, "but I will dig the worms while you finish your work."

Fred was soon ready and the two boys went off to the pond.

They had the worst kind of luck. The fish they got were not worth anything.

They staid so late that Fred's Mamma
had begun to worry for fear he might
be drowned.

They were tired boys. Fred said, "Fish-
ing is the hardest work in the world.
I feel worse than I would if I had
weeded garden all day."

LESSON XI.

scatter comfort greedily breakfasts
cheery grandma's darkest errands
mischievous useful crumbs chirp

CRUMBS OF COMFORT.

I'm only a little girlie,
But mother says each day
I can scatter crumbs of comfort
For others by the way.

Real crumbs for the tiny sparrows
That flock about the door,
And greedily eat their breakfasts,
Then chirp to ask for more.

Loving words for the baby,
And cheery, helpful ways, -
That will put a gleam of sunshine
In grandma's darkest days.

Then errands to run for mother,
And little things to do,
That will keep me out of mischief,
And make me useful, too.

If I scatter crumbs of comfort,
Passing along the way,
Perhaps the dear Lord will turn them
Into a loaf some day.

—LIZZIE DE ARMOND, in *Our Little Ones*.

LESSON XII.

ew=u	years	mid-dle	dark-er
new	re-al-ly	sin-gle	light-er
grew	(heart)	win-ter	jui-cy
few			hun-dred

STEMS.

Let us look at the stems of plants.

Find some stems that are soft and juicy.

Now find some that seem hard and dry.

Let us cut off the stem that looks hard
and dry.

Is it really dry?

See the stems of the trees.

These stems stand for years the same.

Some stems are more than a hundred
years old.

The stems of some plants die every year.

Which stems do you think die every year, the soft stems or the hard ones? Some whole plants die every winter, and grow from the seed in the spring.

Can you name some of this kind?

The grass stems die in the winter; but the roots live in the ground. The roots send up new stems in the spring.

There are a few stems that live two years and then die.

The first year the stem has nothing on it but leaves.

The next year it has flowers and fruit on it. Some new leaf stems come the same year.

The root lives on year after year.

Let us look at the apple limb and the elder limb.

Which is hard in the middle and which
is soft?

The soft part in the middle is the pith.

We can push the pith out.

The hard part in the middle is the
heart.

Is the heart darker or lighter than the
rest of the stem?

LESSON XIV.

LEAVES.

Leaves are of all sorts and shapes.

We will look at some of them.

Get as many kinds as you can.

Find a leaf shaped like your hand.

Some leaves are like swords. Did you
ever see a sword?

A sword is a long knife.

See if you can find some sword leaves.

What plant has heart-shaped leaves?

Which has hand-shaped leaves?

Now let us look at the edge of the leaves.

We call the edge the margin.

Find a leaf with a margin like a saw.

Now find one with a smooth margin.

What kind of a margin has the sword
leaf?

Notice the margin of the oak leaf.

Look at the two faces of the leaf.

Are they alike? Tell about them.

Look on the trees when you go home,
and see which face is up.

LESSON XV.

veins blood

MORE A-ABOUT LEAVES.

Is a leaf smooth all over like a sheet of
paper?

Can you see the lines in it?

The lines are the ribs of the leaf.

Look at the elm leaf and the maple leaf.

How many large ribs in each?

What do you think the ribs are for?

Hold the leaf up to the light and see the
little lines all over it. These are the
veins.

Look at the back of your hand and see
the little blue lines in it. These are
veins, too.

The veins in our hands have blood in
them.

The veins in the leaf have leaf-blood in
them.

Leaf-blood is called sap.

We cannot live without blood.

The leaf cannot live without sap.

LESSON XVI.

write	dai-sies	pow-der-ed
wrong	clo-ver	col-um-bine
know.	mon-ey	cuck-oo-pint
lambs	for-giv-en	marsh-ma-ry

SEVEN TIMES ONE.

There's no dew left on the daisies and
clover ;

There's no rain left in heaven.

I've said my "seven times" over and over,
Seven times one are seven.

I am old ; so old I can write a letter.
My birthday lessons are done.

The lambs play always ; they know no
better—

They are only one times one.

O moon ! in the night I have seen you
sailing

And shining so round and low ;
You were bright, ah, bright ! but your
light is failing—

You are nothing now but a bow.

You, moon, have you done something
wrong in heaven,
That God has hidden your face ?

I hope if you have, you will soon be
forgiven,

And shine again in your place.

O velvet bee, you're a dusty fellow ;

You've powdered your legs with gold !

O brave marshmary buds, rich and yellow,

Give me your money to hold !

O columbine, open your folded wrapper,

Where two twin turtle-doves dwell !

O cuckoo-pint, toll me the purple clapper,

That hangs in your clear, green bell !

And show me your nest, with the young
ones in it,

I will not steal them away ;

I am old ! you may trust me, linnet, linnet,

I am seven times one to-day.

—JEAN INGELOW.

LESSON XVI.

THE CAT AND THE MICE.

A sly cat lived in a house where there were many mice.

The mice were in such fear of her that they called a meeting to see if they could find some way to avoid her.

One had one plan; another, another plan. But no plan seemed to suit all.

At last one mouse said, "I have the best plan of all. Hang a bell on the cat's neck; then we can hear her when she is near."

The mice jumped for joy, and fell at once into the plan.

"Well," said a wise, old mouse, "We

have a good plan. Now who will
hang the bell to the cat's neck?"

Not a mouse had seemed to think of the
danger before. Not a mouse could be
found to do it.

LESSON XVII.

WHO STOLE THE BIRD'S NEST?

"To-whit! to-whit! to-whee!

Will you listen to me?

Who stole four eggs I laid,

And the nice nest I made?"

"Not I," said the cow, "Moo-oo!

Such a thing I'd never do.

I gave you a wisp of hay,

But didn't take the nest away.

Not I," said the cow, "Moo-oo!
Such a thing I'd never do."

"To-whit! to-whit! to-whee!
Will you listen to me?
Who stole four eggs I laid,
And the nice nest I made?"

"Bob-o-link! Bob-o-link!
Now what do you think?
Who stole a nest away
From the plum tree to-day?"

"Not I," said the dog, "Bow-wow!
I wouldn't be so mean, anyhow!
I gave the hairs the nest to make.
But the nest I did not take.
Not I," said the dog, "Bow-wow!
I'm not so mean, anyhow."

“To-whit! to-whit! to-whee!
Will you listen to me?
Who stole four eggs I laid,
And the nice nest I made?”

“Bob-o-link! Bob-o-link!
Now what do you think?
Who stole a nest away
From the plum tree to-day?”

“Coo-coo! coo-coo! coo-coo!
Let me speak a word, too.
Who stole that pretty nest
From little Yellow-breast?”

“Not I,” said the sheep, “Oh, no!
I wouldn’t treat a poor bird so.
I gave some wool the nest to line;
The nest, itself, was none of mine.”

Baa! baa!" said the sheep, "oh, no!
I wouldn't treat a poor bird so."

"To-whit! to-whit! to-whee!
Will you listen to me?
Who stole four eggs I laid,
And the nice nest I made?"

"Bob-o-link! Bob-o-link!
Now what do you think?
Who stole a nest away
From the plum tree to-day?"

"Coo-coo! coo-coo! coo-coo!
Let me speak a word, too.
Who stole that pretty nest
From little Yellow-breast?"

"Caw! caw!" said the crow,
"I should like to know

What thief took away
A bird's nest to-day."

"Cluck! cluck!" said the hen,
"Don't ask me again.

Why, I haven't a chick.

Would do such a trick!

We all gave her a feather,
And she wove them together.

I'd scorn to intrude

On her and her brood.

Cluck! cluck!" said the hen,
"Don't ask me again."

"Cirr-a-whirr! chirr-a-whirr!"

All the birds make a stir.

"Let us find out his name,
And all cry, 'For shame!'"

“I would not rob a bird,”

Said little Mary Green :

“I think I never heard

Of anything so mean.”

“It is very cruel, too,”

Said little Alice Neal ;

“I wonder if he knew

How sad the bird would feel.”

A little boy hung down his head,

And went and hid behind the bed ;

For he stole that pretty nest

From little Yellow-breast ;

And he felt so full of shame,

He didn't like to tell his name.

—LYDIA MARIA CHILD.

LESSON XVIII.

THE WIND AND THE SUN.

The wind and the sun once had a
quarrel.

Each thought he was stronger than the
other.

They saw a man walking along the road.
They agreed to try their strength upon
him.

The one that should make him take off his
coat should be counted the stronger.

The wind began. He blew and blew as
hard as he could.

But the man fastened his coat closer
about him, and the wind blew in vain.
Then the sun tried. He threw his soft,

gentle rays down on the fields and the
dusty road.

The man walked on. Soon he began to
feel very warm. He opened his coat.
After a little while, he threw it off and
sat down in the shade of a tree to get
cool.

So the sun was the winner.

Gentle ways always win.

Rough ways never win.

LESSON XIX.

THE BABY.

Where did you come from, baby dear?

Out of the everywhere into the here.

Where did you get your eyes so blue?



JOYS OF SPRING.

RETSCHLAG.

Out of the sky as I came through.

What makes the light in them sparkle
and spin?

Some of the starry spikes left in.

Where did you get that little tear?
I found it waiting when I got here.

What makes your forehead so smooth
and high?

A soft hand stroked it as I went by.

What makes your cheek like a warm,
white rose?
Something better than any one knows.

Whence that three-cornered smile of
bliss?

Three angels gave me at once a kiss.

Where did you get that pearly ear?
God spoke, and it came out to hear.

Where did you get those arms and
hands?
Love made itself into hooks and bands.

Feet, whence did you come, you darling
things?
From the same box as the cherub's
wings.

How did they all just come to be you?
God thought of me, and so I grew.

But how did you come to us, you dear?
God thought of you, and so I'm here.

—GEORGE MACDONALD.

LESSON XX.

CRADLE SONG.

(FROM THE GERMAN.)

Sleep, baby, sleep!

Thy father is watching the sheep ;

Thy mother is shaking the dream-land
tree,

And down drops a little dream for thee.

Sleep, baby, sleep!

Sleep, baby, sleep!

The large stars are the sheep ;

The little stars are the lambs, I guess,

The bright moon is the shepherdess.

Sleep, baby, sleep!

Sleep, baby, sleep!

And cry not like a sheep.

Else the sheep dog will bark and whine,
And bite this naughty child of mine.

Sleep, baby, sleep!

Sleep, baby, sleep!

Thy Saviour loves his sheep ;
He is the lamb of God on high,
Who for our sakes came down to die.

Sleep, baby, sleep!

Sleep, baby, sleep!

Away to tend the sheep.
Away, thou sheep dog, fierce and wild,
And do not harm my sleeping child.

Sleep, baby, sleep!

—ELIZABETH PRENTISS.

LESSON XXI.

THE STRAW, THE COAL AND THE BEAN.

In a certain village there lived a poor old woman who had gathered a dish of beans, which she wished to cook ; so she made a fire upon the hearth, and that it might burn the quicker, she lighted it with a handful of straw.

As she shook the beans up in the saucepan, one fell out unseen and came down upon the ground near a straw. Soon after, a glowing coal burst out of the fire and fell just by these two. Then the straw began to say, “My dear friend, whence do you come?”

The coal replied, “By good luck I

have sprung out of the fire, and if I had not, my death would have been certain and I should have been reduced to ashes.”

The bean said, “I also have got away with a whole skin ; but had the old woman put me in the pot with the others, I should have been boiled to pieces as my mates are.”

“Would a better fate have fallen to my lot?” said the straw ; “for the old woman has smothered in fire and smoke all of my brothers. Happily, I slipped between her fingers.”

“What shall we do now?” asked the coal.

“I think,” answered the bean, “since we have so luckily escaped death, we

will join in partnership, lest a new danger overtake us. Let us wander forth and travel into a strange country."

This pleased the two others, and they set out together on their travels. Soon they came to a little stream over which there was no bridge or path, and they did not know how they should get over.

The straw said, "I will lay myself across, so that you may walk over upon me as upon a bridge."

So the straw stretched itself from one bank to the other, and the coal, which was of a fiery nature, tripped lightly upon the newly-built bridge; but when it came to the middle of it and heard the water running beneath, it was frightened

and stood still, not daring to go further. The straw began to burn, and the coal fell hissing into the water and gave up the ghost.

The bean, which had prudently remained upon the bank, laughed so hard at this accident that it burst itself.

Now, they would all have been done for alike, if a tailor, who was out on his wanderings, had not just then, by great good luck, sat himself down by the stream. Having a heart full of pity, he took out needle and thread, and sewed the bean together. The bean thanked him very much ; but as the tailor used black thread, it has happened since that time that every bean has a black seam.

—GRIMM,

LESSON XXIII.

FROM THE BIBLE.

Proverbs.

Even a child is known by his doings,
whether his work be pure and whether
it be right. (xx. 11.)

He that tilleth his land shall have plenty
of bread. (xxviii. 19.)

The ants are a people not strong; yet
they prepare their meat in the summer.
(xxx. 25.)

He that loveth pleasure shall be a poor
man; he that loveth wine and oil shall
not be rich. (xxi. 17.)

Whoso stoppeth his ears at the cry of
the poor, he also shall cry himself, but
shall not be heard. (xxi. 13.)

He that giveth unto the poor shall not
lack. (xxviii. 27.)

The hearing ear, and the seeing eye, the
Lord hath made even both of them.
(xx. 12.)

A wise son maketh a glad father. (xv. 20.)

A whip for the horse, a bridle for the ass,
and a rod for the fool's back. (xxvi. 3.)

If thine enemy be hungry, give him bread
to eat ; if he be thirsty, give him water
to drink. (xxv. 21.)

A word fitly spoken is like apples of gold
in pictures of silver. (xxv. 11.)

LESSON XXIV.

Psalm lxxvii., 5, 6, 7.

Let the people praise thee, O God; let
all the people praise thee.

Then shall the earth yield her increase;
and God, even our own God, shall
bless us.

God shall bless us; and all the ends of
the earth shall fear him.

WELL BEGUN IS HALF DONE.

SUGGESTIONS TO TEACHERS.

PAGES 1 and 2.—SOUNDS: *r*, the sound of the cross dog,
t, the sound of the watch,
f, the sound of the cross cat,
ă, the sound of the happy baby.

The resemblance to sounds in nature is suggested because it pleases the little folks. The children get the sounds by imitating their teacher, not the dog, watch, etc. Require the sounds to be emitted with force. Lead pupils to associate them with both the printed and written characters. Use books or printed cards as far as possible for the printed forms, the blackboard for script. Give the pupils scraps of old books with direction to mark all the *r*'s on one, all the *t*'s on another, etc.

PAGE 3.—COMBINATION OF SOUNDS. Pupils prolong the *ă*, closing suddenly with *t*. Make the *a* shorter and shorter until the word *at* is formed. *At* may then be treated as a single element. Prolong the *r*, closing with *at*, forming word *rat*. Form the word *fat*.

Pupils will not always recognize the first words formed, but the step is short until they will do so very readily.

PAGE 4.—*S*, *s*, the sound of the tea-kettle, hissing sound,
C, *c* (hard), the choking sound.

Form the word *sat* as above; also the word *cat*, except that the hard *c* cannot be prolonged.

PAGE 5.—*Ee* (always like long *e*), the mouse's squeal; *I*, myself.
Form words *see* and *tree* by union of sounds.

PAGE 6.—Place all that has been given in both script and print in a group on the blackboard, and drill until the pupils can recognize and name them with facility. Keep list of sounds on blackboard for daily drill.

PAGE 8.—M, m, the cow's sound,
N, n, the hum of the telegraph wires.

Be sure to see the pupil's teeth when *n* is sounded. Group drill.

PART II.

PAGE 9.—The Article A. Require pupils to name objects in the room, using the article as in talking; as, a hat, a book, a coat, etc. Lead them to notice the difference in speech and in writing or print between *tree* and *a tree*, *rat* and *a rat*, etc. Do not permit any stress of voice upon the article. Never teach it as a separate word, but always as belonging to the next word. Avoid pronouncing like short u.

Capitals. A a. C c.

PAGE 10.—Sentences. Require each sentence to be expressed as a unit. Let the pupil first read silently, then *tell what it says*. A sentence orally expressed by one pupil should not be expressed by another until several other sentences have been given.

PAGE 11.—The Article The. Distinguish *the* and *a* by the use of *what* and *which* in your questions; as, What is this? A chair. What is this? A book. Which is this? The book. Which is this? The chair. What is this? A hat, etc.

Use in sentences as *a*. Avoid calling it *thū*. It is best to sound only the *th*. Before words beginning with a vowel sound, *the* is properly pronounced with the vowel long; as, *thē* apple. Children will make the distinction naturally. Do not burden them with the rule.

PAGE 13.—E, ē, the deaf woman's sound.

H, h, the tired dog's sound.

Before pupils attempt the lessons in the book, make all new words familiar in blackboard sentences of your own.

The pupils should soon be able to get new words without help.

PAGE 14.—S, s, the bee's sound.

The two sounds of *s*. *S* has the hissing sound when it begins a word, or when it stands beside a breath letter. Otherwise it usually has the buzzing sound. *e. g.* sat, nest, has.

PAGE 16.—Ü, u, the grunt sound,

P, p, the steamboat sound.

Short *u* seems to be nature's simplest sound. If the mouth is simply opened and the breath forced suddenly as in the case of a sudden fall or blow, this sound will result. For every other sound the organs of speech require an artificial setting.

PAGE 17.—Short *i*. I do not know any sound in nature closely resembling this sound. It has been represented as the sound of the pig. The tick of a nail on a plate or a pane of glass comes near to it.

Note the application of the rule in the sounds of *s* in *is, his, step, and snap*.

PAGE 18.—*D, b, j, and g* have been represented as the sounds of the doves. See "Quincy Methods," by Miss Partridge, Chapter VIII., p. 170.

Note Capital *F*.

Marking. There is no occasion for the use of diacritical marks until we have two sounds of the same letter to distinguish, as in the case of the letter *s*. The pupil may be given the subjoined list of words with direction to leave the hissing *s*'s unmarked, and mark the buzzing *s*'s with the suspended bar. Let them mark the *s*'s in all new words. This serves as a test of their ability to apply the rule. Teachers should never mark words for the pupil except those that do not follow the rule. Teachers may omit all marking if they prefer, as it is not essential to the method. The absence of the aspirate is as much a sign of the buzzing sound of *s* as the suspended bar is.

List for marking: *sit, pans, rest, mats, rugs, dust, trees, pads, fist, stem, hands.*

In blackboard sentences teachers need not confine their work

to the words in the book. Use any word for which the pupils have had the sounds. Very soon it is advisable to introduce new words in sentences without previous phonic development.

PAGE 20.—G, g (hard), the bottle sound.

Put, our first exception ("runaway"). Throughout this book the exceptions are placed in parenthesis. The pupils will not have any difficulty with them. They soon come to understand that there are exceptions, and are on the lookout for them. They sound by rule, but do not make a word; yet it is almost like a word they know. They will discover many of them given alone, and nearly all by the context, if given in sentences. Teachers will be surprised by taking an ordinary page of literature, and noting how small a proportion of the words are exceptions to the simple rules of pronunciation given in this book.

PAGE 22.—Oo (long), the rooster sound.

Grouping Words. Lead pupils to notice that two or three of the words of a sentence go nicely together, and that others will not go together at all. They can appreciate the difference between these two readings,—

Fred has put—the hen's nest—in the coop.

Fred has—put the hen's—nest in—the coop.

Some sentences tell two things. Keep them separate.

The hen had seed—and the pig had a nut. not, seed and.

Soon Fred can get the eggs—and set the hen—not, eggs and.

PAGE 34.—L, l, the sound of running water.

K, k, same as c.

Two-part words ending in le. The e does not sound. Apple.

PAGE 27.—W, w, the sound of the wind.

Be careful to have the two sentences on the same line kept as distinct as though they were on separate lines.

PAGE 28.—Do not try to advance too rapidly at first. Make up many supplementary lessons. Be sure that the pupils are kept familiar with the words presented. The method of this

book does not aim to do away with the truth that pupils learn to read by reading. The aim is to give them independent means of getting new words.

PAGE 31.—Precede this lesson with a talk about sunset. Read, if possible, when the sun can be seen.

PAGE 32.—O, ɔ, the caution sound.

PAGE 34.—V, v, the sound of the trolley car. V=f with the voice.

Ss is always like hissing s.

O in the last syllable of button, cotton, etc., is obscure. It may be sounded short; for, when the word is determined, it will be slighted naturally in pronunciation.

PAGE 37.—Up to this point the pupils have had only one sound of each of the vowels. They can now be taught two general rules:

I. When there is only one vowel in the word, it is usually short.

II. When e is on the end of a word containing another vowel, the e does not sound, but it makes the other vowel long.

The short sounds are the ones already learned; the long sounds are the vowels' names. We assume that the names of the letters have become known to the pupils by incidental reference. They should learn that a, e, i, o and u are vowels.

Let the pupils mark the vowels in the word lists that follow.

PAGE 41.—Can the rabbit swim? It is stated on good authority that all quadrupeds can swim.

The t in the word picture assumes the sound of ch. The pupils will get the word all right by sounding in the usual way, and the pronunciation will take care of itself. After ch has been taught, lead pupils to notice the likeness.

PAGE 44.—General rule. When the one vowel in a word or syllable is on the end, it is usually long.

PAGE 46.—X, x,=ks.

Ch, the sound of the engine.

PAGE 47.—Ou, the boy's exclamation when hurt.

Ou before r or l is usually like long o, four, pour, poultry.

Exceptions; our, hour, sour, devour.

Ou before b or p is usually like short u—double, couple.

Defer the above until the pupil meets examples.

PAGE 49.—Ng, the nose sound.

Sh, the hush sound.

Precede the lesson with observation of the bee.

PAGE 51.—Y, y, equals i. Rule: On the end of a short word it is long. On the end of a long word (word of two or more parts), it is short.

In many, one and any, first sound the vowel long.

Observe the fly while reading this lesson.

PAGE 55.—Ow is sometimes like ou, and sometimes like ō. There is no rule for distinguishing. Pupils try the ou sound first; if it does not make a word, try the ō sound, plow, snow.

PAGE 58.—Y, beginning, may be sounded like short i, ĭ-ě-s, yes.

Give a language lesson on the use of too, to and two. Write sentences with blanks for these words.

PAGE 60.—A before r is the Italian a, marked thus, ă.

A before two r's is short.

PAGE 63.—Wh, the sound of the wind blowing very hard.

PAGE 65.—Treat the two sounds of oo just the same as the two sounds of ow. Oo, however, is always short before k.

K before n is silent, know, knit, knee, knob, knot, knock, knife. Like the b after m in the next lesson, there is no danger of its being sounded: limb, lamb, climb.

PAGE 67.—E and i before r, are blended with the r. They are marked with the tilde; thus, hĕr, bĭrd.

PAGE 69.—Th is usually vocal, the mill sound, at the beginning of words, and aspirate, the sound of the goose, at the end of words. There are so many exceptions, however, that it is better to treat it like ow and oo, trying the vocal sound first.

Try to have a beetle to look at as the lesson is read.

PAGE 71.—O before r the banter sound. Blend with the r.

U before r, practically like e or i before r. Orthoëpists make a distinction between the sounds of e and u before r; but the distinction is not maintained in the speech of the people of this country.

PAGE 73.—Ed added to words. Rule: Ed added to words ending in d or t makes a new syllable; when added to words ending in any other letter, the e is silent and the d blends with the last sound. If the last sound is aspirate, the d sounds like t: hunted, needed, killed, stepped.

PAGE 75.—Two vowels. The general rule may be given that when two vowels come together in a word (ou and oi excepted), the last one is silent and the first one long. Ea is a troublesome exception to this rule. Note the following words, heal, bread, break, heart, pearl, bear. By teaching it as either ē or ĕ, there will be few exceptions.

Ie is also an exception. It follows the rule only when on the end of a word, or in a word derived from such a one; as die, died, dies; otherwise it is like ei. Treat like ow.

The plan of teaching each digraph equivalent may be used, if preferred: ai=ā, ea=ē or ĕ, oa=ō, ue=ū, ui=ū, ei=ē, ie=ī or ē.

PAGE 78.—In *says*, *said* and *again*, ai or ay equals ĕ.

PAGE 80.—W or wh before a gives it the sound of short o, marked thus: a. Give list of words for marking vowel a; as sharp, slap, band, fame, wash, stay, watch, pail.

It is a good plan occasionally to take the letters of the alphabet in order, asking pupils to tell all they can about the sounds of each.

Have plants for the class to look at while reading this lesson.

PAGE 83.—C has its soft sound, like s, before e, i or y, marked with the cedilla, ç; otherwise it has its hard sound, marked thus, c.

G usually has its soft sound before e, i or y, marked ĝ. In other

positions, its hard sound, marked \bar{g} . Give lists for discrimination and marking.

PAGE 91.—Be sure to have a variety of roots before the class while reading this lesson.

PAGE 94.—The word August has a sound of a that is not presented regularly until we reach page 104. The pupil may be told that a before u has this sound, \bar{a} .

PAGE 95.—O in many words, where we would expect its short or long sound, has the sound \bar{u} , marked \bar{o} . Give the pupils a special drill, using as full a list as you can.

PAGE 99.—Rule: O before ld or lt is long. Before ll or st it is often long.

PAGE 104.—Rule: A before ll, lk, u or w, or between w and r has the broad sound, \bar{a} .

PAGE 110. Rule: I before ld or nd is long.

Ould is like \bar{o} od in could, would and should.

PAGE 112.—Calf and half, calves and halves have Italian a .

Use list of *ough* words for special drill. Bough, bought, cough, dough, enough, rough, though, through, thought, trough, tough. This is truly the "slough of despond" for the phonetic pilgrim.

PAGE 115.—A before ff, fs, ft, sk, ss, st is intermediate between short a and Italian a , marked \bar{a} . The tendency is to make it like the Italian, when any care is taken to depart from the short sound. It is short a made resonant in the roof of the mouth and slightly nasal. It is hardly necessary to burden the pupils with this rule. With the rule or without it, the proper pronunciation of these words can be secured only by diligent watchfulness. Impress them individually as they occur.

PAGE 116.—Rule: I before gh is long. The gh is silent.

PAGE 123.—W before or makes it sound like ur. Note the first three pairs of words in the list.

PAGE 125.—E before two r's is short: merry, berry, error, errands.

PAGE 127.—Ew equals u. U after r is like \bar{o} where it would

be long after another letter ; as mūle, rule (rool). Blūe, true (troo). Have plant stems for observation while reading this lesson.

PAGE 129 and 131.—The pupils should have leaves to examine while reading these lessons.

PAGE 132.—W before r is silent. We could hardly sound it if we should try.

PAGE 135.—Teachers select words for special study, and place before pupils on blackboard. The pupils have the means now for obtaining, without help, almost any word within their comprehension.

PAGE 137.—When a, according to rules, p. 37 and 75, is long before r, it is modified long a or broken long a, marked â ; as care, dare, fair, hair, daring. Pupils should notice that ed or ing, when added to words ending in e, have the same effect upon the preceding vowel that e has. Make, making, like, liked, liking.

PAGE 142.—Qu is like kw. Q always has u after it.

PAGE 149.—This selection is given as an exercise in reading long paragraphs.

ADDENDA.—The teacher may, at her discretion, introduce in her blackboard work the following :

Eigh is ā.	Ph is f.	Ous is ūs.	Tion is shŭn.	Initial gh is ġ.
eight	phone	curious	notion	ghost
weigh	Ralph	monstrous	nation	ghast
sleigh	photograph	tremendous	education	

Do not hesitate to give words of any length, provided their meaning is comprehended by the pupils.

There are several sounds of the vowels, occasionally met with that are not presented in the above scheme. They can best be taken care of when encountered without burdening the pupils with too much machinery.

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